

# Overview of MYP Criteria

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending - Spoken and Visual text	Comprehending - Written and Visual text	Communicating	Using Language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Science	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Math	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-world Contexts
Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
P.E./ Health	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating

The MYP approach to assessment is based on four criteria for each subject area. The four criteria in each of the MYP courses are weighted equally and are used to determine the final grade at the end of the school year.



Upper School  
Assessment Guide

## CRITERIA- RELATED ASSESSMENT

The students are assessed on MYP criteria as well as state standards.

### FORMATIVE AND SUMMATIVE ASSESSMENT

Formative assessments are used in the instructional part of each unit to inform students and teachers about the students' understanding. Formative assessments are considered practice and help us to understand how the student is progressing in each criterion. **Quality and completion of formative assessments influence the student's overall numerical grade.**

Summative assessments are given at the end of a learning period to allow students to demonstrate what they know. **Summative assessments are the primary measure used to determine the student's overall numerical grade.**

### REASSESSMENTS, LATE WORK AND ACADEMIC INTEGRITY

Wherever possible within a semester, teachers will create a pathway to allow students to improve their knowledge, understanding of concepts or skills and re-assess to show their new learning.

Late work and academic dishonesty will result in alternative consequences.

### ASSESSMENT OPPORTUNITES

Assessment practices vary in all subject areas and include such tasks as: performances, projects, essays, exams, oral presentations, investigations, interviews, skits, simulations, exhibits, data analysis, and debates.

### DIFFERENTIATION

Teachers modify tasks in product, process, or content to provide varying levels of learning.

### SELF-EVALUATION

Students will be given opportunities to self-assess. Students should be able to communicate their strengths, areas for improvement, and the next steps in their learning.

## RECORDING AND REPORTING OF GRADES

The student's overall achievement level in the course is determined by evaluating evidence from each of the subject area's criteria at the end of the year. Parents and students will be updated quarterly on the student's progress in the course. Reports are available on Infinite Campus approximately one week after each quarter ends. The official grade for the course is determined and reported at the end of the school year.

## IB to Traditional Grade

LILA Levels of Achievement (IB)	GPA	Related Terms
0	0	little or no
1	0.5	limited, rarely
2	1.0	minimal, identifies, infrequent
3	2.0	some, acceptable, basic
4	2.5	good, adequate
5	3.0	thoughtful, generally high quality
6	3.5	substantial, sufficient, competent, high quality
7	4.0	perceptive, detailed, frequently high quality
8	4.0	justification, sophisticated, extensive, frequently innovative